COHORT WEBCAST

APR Online Study Course

DO NOT PRINT – For online viewing only
Live Webcast
Stand-by
APR Online Study Course Cohort Webcast
UAB
Accreditation in
Public Relations

Study Course

“Case Problems”

Sign in: Have you done a Case Problem?
Welcome

Joy Samsel, APR
APR Facilitator

Julie B. Fix, APR,
Fellow PRSA

Michael Henry
Technical Facilitator
Online Course Design

- Online Modules
- Reading
- Webcasts
- Prepare Case
- Prepare RR
Study Strategy

- **Case Problems**
  - All of the KSAs are engaged in the strategic thinking needed to respond to case problems
  - The APR Examination is Case Problem based
  - Practice responding to Case Problems

- **Select a problem (or make one up.)**
  - Use the 4 step process & 10 Components
  - Create a PPT describing how you would respond
  - Send to an APR Facilitator for review / comment
  - Share with other APR Candidates
Case Response Process

- Problem Statement
  - Situation Analysis
  - Audience Identification

- Planning Components
  - Variety of plan formats… but…
    - Look for important components
    - Outcomes based Goal
    - Measureable Objectives (Usually focused on one audience)
    - Strategy

Recommended format for presenting case studies
http://online2learn.net/docs/APRPREP/Cohort/Notes/CaseStudyProcess-Ferne.pdf
How to Submit a Case Problem

1. Review the Case Process
2. Select a Case
3. Study and Prepare a Response
4. Prepare a PPT
5. Complete the ‘Checklist’
6. Upload the PPT and the ‘Checklist’
How to Submit a Case Problem

**APR Online Prep Course**

Cohort Group Area

-> Click here to join this group  (Then click REGISTER and Confirm)

Cohort Wiki - Post a resource, photo or just a tip here.

Here are the activities and assignments for the current APR 'cohort' Online Study Group:

- Weekly Webcast Link (Tuesdays 8:00PM Eastern) - *Launch the Web Conference*
- APR Candidate Presentation Schedule
  - Presentation Archives (Premium Service)
  - Module Notes
  - Last Week's Presentation (No cost)
    - Instructions to present Module Notes
    - Instructions to present a Case Problem
    - Instructions to present your Readiness Review "Practice"
    - Instructions to present Ethics or MBA Class Situation
COHORT GROUP - Case Problem Instructions

We have asked members of the study group to select one of these case studies to present in an upcoming web conference. Here are the assignments for Case Problem presentations. The Case Problems are VERY important to your success passing the APR Examination. It is advisable to complete one case, before doing your Readiness Review.

Be sure to review the 10-Step Components of a Public Relations Plan and the Four-Step Planning Process, then review the case problems. You can pick one case, and develop a short presentation in PowerPoint. You may also submit a scenario that you have observed or experienced, if it illustrates the process of creating a professional public relations response. We will deliver the presentation in our Web Conference for discussion by the entire group. Select one of the problems below:

- Use the Four-Step Process and the 10 Steps for Writing a Public Relations Plan to build a presentation.
  - Four-Step Process
  - 10 Steps for Writing a Public Relations Plan
  - Recommended Format for Presenting Case Studies - Ferne Bonomi, APR, Fellow PRSA
  - Communication Plan Check List - Ferne Bonomi, APR, Fellow PRSA (Submit with your case)
- Select one of the case problems below or use a case that you have developed from your own experience:
  - Case One: Classroom Cutbacks.
  - Case Two: Landfill.
  - Case Three: Lee King Pipe.
  - Case Four: Security Systems
  - Case Five: Ramsey Steel
- You may also develop a case from your own experience or one you have seen in the news.
- Click here to Upload your Checklist and Case Presentation
- Click here to Review the Schedule and Volunteer

Do you want to see how a case problem presentation looks? Take a look at this archive recording:

- Case Problem Presentation - Archive Recording
- You may check the status of your case and the name of your reviewer on the APR Case Review page.
“Study using the Case Problem Approach”

- Online Presentation

Listen ACTIVELY! - Note one thing you feel was done well. Note one thing you feel could have been done better and why?
Listen Actively!

- Situation Analysis
- Research
- Goal(s)
  - Discuss as a group
- Audiences
- Objectives
  - Discuss as a group
- Strategies
  - Discuss as a group
- Finish Plan
“Begin with a question.”
What is the problem? Who is involved?
COMMUNICATIONS PLAN

Gina Blume, APR
Readiness Review Practice Presentation
November 19, 2013
Monroe Township, a suburban town in central New Jersey, has experienced robust growth compared to county and state rates, specifically in the population aged 55+. Monroe’s residential makeup is unique to New Jersey in that half live in single-family homes and the other half reside in 12 active adult communities and several assisted living facilities. Residents who live in the adult communities are middle to upper income, educated, retired professionals. The Monroe Township Public Library is located within close proximity to these communities and their residents comprise 75 percent of patrons using the Library regularly.

The Library’s budget is derived from three sources: local taxes, state aid, and income from gifts and fees. Sixty percent of funds for adult programming come from donations and bequests by residents. This source has been decreasing 5 percent annually over the past three years. The focus of the Library’s programming budget and technology initiative is on the youth demographic (<18 years old) and communication emphasizing crowd-sourced media. Over the past year, new adult programs have been added, but have not been well attended.
<table>
<thead>
<tr>
<th>Method</th>
<th>Type</th>
<th>Source</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Survey</td>
<td>Informal-Primary</td>
<td>Program Attendees</td>
<td>Program feedback, interests, communication method</td>
</tr>
<tr>
<td>Observations</td>
<td>Informal-Primary</td>
<td>Patrons</td>
<td>Peak-times of library usage to plan programming, resources being sought out</td>
</tr>
<tr>
<td>Intercept Interviews</td>
<td>Informal-Primary</td>
<td>Patrons</td>
<td>Patron demographics, preferred communication methods, program interests</td>
</tr>
<tr>
<td>Communication Survey</td>
<td>Informal-Primary</td>
<td>MTPL Staff</td>
<td>Establish awareness baseline</td>
</tr>
<tr>
<td>Fact Finding</td>
<td>Informal-Secondary, Tertiary</td>
<td>MTPL Staff, US Census, Municipal docs</td>
<td>Township’s growth rates, demographic changes, Library budget information</td>
</tr>
</tbody>
</table>
Program Survey
- 90% were overall positive about program
- 75% of respondents felt the discussion was useful
- 30% indicated they are likely to take post-program action

Observations
Peak-times 10:00 a.m. - 2:00 p.m. M-F

Intercept Interviews
In-house advertising (30%) most popular method of communication, followed by WOM, newspaper, website
40% interested in music, film, health, and scholar-led programs

Communication Survey
- 90% felt PR managed the Library’s reputation and communication in the community well
- 66% felt PR helped the staff to understand the Library’s mission
- 72% think PR sufficiently monitors the community for new opportunities
- 63% prefer to institute a monthly meeting to communicate with PR

Fact Finding
Number of adult programs declined 30% from 2011-2013
Average program attendance declined 7% in 2013
Average program attendance increased over 25% in 2012
Children’s programs outnumber adult programs by a ratio of 3:1
98% of Library budget derived from local property taxes, 0.5% from state aid, and 2% from income from gifts and fees
Adult programming budget makes up less than 2% of the total budget
60% of adult programming budget is from income from gifts and fees
Income from gifts and fees has been declining 5% annually
Monroe has 46K residents, 20K are 55+
Median Age: 62 years, Median Income: $65,525
1. Current programming focuses on the youth (<18) age group, under serving the Township’s growing senior population and majority public using the Library.

2. The focus on social media-based communication initiatives has created a dysfunctional communication system with the Library’s most supportive group.

3. Few opportunities for two-way communication among Library staff negatively affect value of adult program offerings and overall success of Library operations.

4. Declining revenue from gifts is contributing to the reduction of programs offered to the Library’s patron base.

Monroe Township Public Library programming is not serving the needs of its Library users.
ONE: OVERALL GOALS FOR PUBLIC RELATIONS

• Keep these few in number; three to five. One may be enough.
• Should always be consistent with management goals and mission
• Think in terms of end results, rather than process alone
• Specific activities required under your tactics, to carry out strategies
Final Project

Apply the Ten Components of a Communication Plan to your Scenario
The Monroe Township Public Library is recognized as a valuable educational resource for Library users of all ages.
TWO: TARGET AUDIENCES OR PUBLICS

• Groups or sub-groups with whom you need to communicate (both talk and listen)
  – Consider: Who needs to know or understand?
    – Who needs to be involved?
    – Whose advice or support do we need?
    – Who will be affected?
THREE: OBJECTIVES FOR THOSE AUDIENCES

• Think in terms of the *awareness, attitude or action you desire.* Not your process; the end result

• Verbs: Recognize, favor, accept, endorse, support, oppose, ban, buy, discard, whatever fits.
KEY PUBLICS

- Monroe Township Seniors (55+)
- Monroe Township Public Library staff
- Monroe Township community organizations
- Monroe Township families with children
- Monroe Township area businesses
– Phrase objectives in terms of specific results you desire, and what you think is possible
  
  • Each objective should cite an audience, an outcome, the attainment level (%) and time frame
    
    » Example: At the end of six months, 65% of employees will be in a car pool or ride-share program
    
    » The same objective may fit a number of audiences, but strategies may need to be different
1. Community groups’ collaboration in Library programming increases 10%, to comprise 40% of adult programming offered by December 31, 2014.

2. Senior (55+) participation in existing Library programming increases 20%, to average 30 patrons per event by December 31, 2014.

3. Library staff awareness of the benefits of internal communication to the Library’s mission increases by 20% by December 31, 2014.

4. Patrons’ donations increase to $5,000 to support the doubling of lecture programs biannually by December 31, 2015.
FOUR: STRATEGIES

• How will you approach the challenge in order to work toward your objectives?
  – Diplomacy, psychology, philosophy,

• You probably will have several strategies for an objective.
  – Vehicles or channels you will use should appear here, or in tactics or activities.
FIVE: TACTICS

• How you will use your resources to carry out your strategy and work toward objectives

• You probably will have several tactics per strategy

• Some plans stop with tactics, omitting detail of activities
• What do you need to produce or purchase?
NINE: BUDGET ITEMS

- Out-of-pocket costs, staff time, volunteer energy
<table>
<thead>
<tr>
<th>Strategy (supports Obj #1)</th>
<th>Tactics</th>
<th>Spokesperson</th>
<th>Item</th>
<th>Cost (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create partnerships with community organizations</td>
<td>MT Cultural Arts Commission</td>
<td>MTPL Public Relations, Commissioners</td>
<td>Maintenance</td>
<td>$750</td>
</tr>
<tr>
<td>MT Office of Aging &amp; Senior Services</td>
<td>MTPL Public Relations, Program director Jen S.</td>
<td>Advertising</td>
<td>$100</td>
<td></td>
</tr>
<tr>
<td>Princeton Community Healthcare Education &amp; Outreach</td>
<td>MTPL Public Relations, PCHS Carolyn S.</td>
<td>Advertising</td>
<td>$250</td>
<td></td>
</tr>
<tr>
<td>NJ Council for the Humanities</td>
<td>MTPL Public Relations, NJCH Staff</td>
<td>Program Fee Advertising paperwork</td>
<td>$75, $100, $25</td>
<td></td>
</tr>
</tbody>
</table>

Total: $1300
## STRATEGY & TACTICS

<table>
<thead>
<tr>
<th>Strategy (supports Obj #2)</th>
<th>Tactics</th>
<th>Spokesperson</th>
<th>Item</th>
<th>Cost (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage seniors (55+) by offering programming based on their interests.</td>
<td>Musical Performances</td>
<td>MTPL Public Relations</td>
<td>Performer fees Advertising</td>
<td>$1400 $200</td>
</tr>
<tr>
<td></td>
<td>Public Affairs Programs</td>
<td>MTPL Public Relations</td>
<td>Books Advertising Staff prep hours</td>
<td>$300 $150 $300</td>
</tr>
<tr>
<td></td>
<td>Scholar-led lectures</td>
<td>MTPL Public Relations</td>
<td>Speaker fees Advertising</td>
<td>$800 $100</td>
</tr>
<tr>
<td></td>
<td>Film &amp; Discussion Programs</td>
<td>MTPL Public Relations American Documentary</td>
<td>Research Advertising</td>
<td>$100 $100</td>
</tr>
<tr>
<td>Cross-promote Library programming</td>
<td>In-house publications: calendar, flyers, book marks</td>
<td>MTPL Public Relations</td>
<td>Supplies</td>
<td>$1000</td>
</tr>
<tr>
<td></td>
<td>Media releases to local and adult community papers.</td>
<td>MTPL Public Relations</td>
<td>Staff time</td>
<td>$700</td>
</tr>
<tr>
<td></td>
<td>Coordinate with Library outreach divisions, Township depts.(council, etc.)</td>
<td>MTPL Public Relations</td>
<td>Staff time</td>
<td>$200</td>
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</tbody>
</table>

Total: $5350
## Strategy & Tactics

<table>
<thead>
<tr>
<th>Strategy (supports Obj #3)</th>
<th>Tactics</th>
<th>Spokesperson</th>
<th>Item</th>
<th>Cost (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foster communication among Library divisions</td>
<td>Monthly meeting</td>
<td>MTPL Public Relations, Division Heads</td>
<td>Staff time</td>
<td>$1800</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Supplies</td>
<td>$50</td>
</tr>
<tr>
<td></td>
<td>Online calendar</td>
<td>MTPL Public Relations</td>
<td>Staff time</td>
<td>$400</td>
</tr>
<tr>
<td></td>
<td>Group email</td>
<td>MTPL Public Relations</td>
<td>Staff time</td>
<td>$100</td>
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</tbody>
</table>

**Total:** $2350

<table>
<thead>
<tr>
<th>Strategy (supports Obj #4)</th>
<th>Tactics</th>
<th>Spokesperson</th>
<th>Item</th>
<th>Cost (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage supporters of Library programs</td>
<td>Information table and testimonials at Library programs</td>
<td>MTPL Library Director MTPL Foundation Members MTPL Public Relations</td>
<td>Staff time</td>
<td>negligible</td>
</tr>
<tr>
<td></td>
<td>Wealth management seminar</td>
<td>MTPL Foundation MTPL Public Relations Financial Advisor (TBD)</td>
<td>Staff time Advertising Refreshments</td>
<td>$100 $100 $150</td>
</tr>
</tbody>
</table>

**Total:** $350
The Monroe Township Public Library supports life-long learning.

The Monroe Township Public Library fosters interaction among its diverse community.
• Who does what when?
• Work backward from deadline, or forward from start date
Research Program Survey Develop & Administer Evaluation
Apply for NJCH annual grant program Plan & Execute Annual Silber Lecture Office of Aging Outreach & Visit Contact with Cultural Arts Publications: Fact Sheets, Calendar, tickets Evaluation Media Releases promoting partnerships Library Foundation outreach for Silber Lecture Contact PCHS for 2014 programming Evaluation Contact AmDoc for 2014 programming FPA literature request for 2014 programming FY 2013 Evaluation Inaugural staff communications mtg agenda & execute Internal calendar consolidation planning Coordinate with Friends for Annual Fundraiser Plan NJCH Lecture Evaluation Research, Plan, Execute investment seminar
• How will you know if you are reaching your objectives?
Objective 1: Community groups’ collaboration in Library programming increases 10%, to comprise 40% of adult programming offered by December 31, 2014.

<table>
<thead>
<tr>
<th>Tactic</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey</td>
<td>– Attendees overwhelmingly enjoyed the event</td>
</tr>
<tr>
<td></td>
<td>– 10% prefer Library venue</td>
</tr>
<tr>
<td>Observation</td>
<td>– Communication challenges with staff at event location</td>
</tr>
<tr>
<td></td>
<td>– Attendance 50% lower than expected</td>
</tr>
</tbody>
</table>
Objective 2: Senior (55+) participation in existing Library programming increases 20%, to average 30 patrons per event by December 31, 2014.

<table>
<thead>
<tr>
<th>Tactic</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informal Survey</td>
<td>– 54% rated advertising good to excellent</td>
</tr>
<tr>
<td></td>
<td>– 76% heard about the program through in-house advertising</td>
</tr>
<tr>
<td></td>
<td>– 68% rated usefulness of information presented good to excellent</td>
</tr>
<tr>
<td></td>
<td>– 94% rated the program good in length</td>
</tr>
<tr>
<td></td>
<td>– <strong>69% are very likely to discuss the program with others</strong></td>
</tr>
</tbody>
</table>
Objective 3: Library staff awareness of the benefits of internal communication to the Library’s mission increases 20% by December 31, 2014.

<table>
<thead>
<tr>
<th>Tactic</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informal Survey</td>
<td>– Comparison to baseline measurement</td>
</tr>
<tr>
<td></td>
<td>– Are new programs based on research conducted by PR?</td>
</tr>
<tr>
<td></td>
<td>– Are new programs cost effective?</td>
</tr>
</tbody>
</table>
Objective 4: Patrons’ donations increase to $5,000 to support the doubling of lecture programs biannually by December 31, 2015.

<table>
<thead>
<tr>
<th>Tactic</th>
<th>Result</th>
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</thead>
<tbody>
<tr>
<td>Observation</td>
<td>– Over half of literature provided was picked up by program attendees</td>
</tr>
<tr>
<td></td>
<td>– Are their serious inquires after the program?</td>
</tr>
</tbody>
</table>
Goal: The Monroe Township Public Library is recognized as a valuable educational resource for Library users of all ages.

<table>
<thead>
<tr>
<th>Tactic</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informal Survey</td>
<td>– 7 out of 10 people found information presented useful to them</td>
</tr>
<tr>
<td></td>
<td>– 7 out of 10 people are likely to take action</td>
</tr>
</tbody>
</table>
Discussion

Joy Samsel, APR
APR Facilitator

Julie B. Fix, APR,
Fellow PRSA

Michael Henry
Technical Facilitator
“Study using the Case Problem Approach”

- Online Presentation

Listen ACTIVELY! - Note one thing you feel was done well. Note one thing you feel could have been done better and why?
Case Presentation

“School Bond Election 2014”
The Situation

Canadian Valley Technology Center faces the biggest crisis in its 43-year history. A May 31, 2013, tornado destroyed our El Reno Campus. A temporary campus location has been established six miles away until reconstruction is complete.
KEY INFORMANT (Primary research)
12/3/13: Dr. Greg Winters, superintendent, meets with Jordan Smith of Jordan & Associates
The discussion centered on our financing options moving forward on rebuilding the El Reno Campus with preferred options such as FEMA approved safe rooms throughout the facility and required code upgrades such as installing sprinklers throughout the entire facility, building new roads and parking lots and adding landscaping – all of which a pending insurance settlement will not cover. Several options were discussed, including the possibility of a bond issue election in which the school district would ask voters to help pay a portion of the costs of reconstruction … needs cost estimates exceed $10 million.
Research:

- ADVISORY COMMITTEE (Primary research)
1/10/14: Canadian County Superintendents meeting
The discussion centered around the possibility of Canadian Valley seeking a school bond issue … superintendents support the idea and collectively stated that Canadian Valley would pass such an election because of strong public sentiment for re-opening the El Reno Campus. Three of these superintendents plan to run bond elections in the coming few months.
Research:

- **SECONDARY ANALYSIS** (Secondary research)
  Cole, Hargrave & Snoggrass & Associates Survey of 500 Registered Voters in Oklahoma
  Conducted in May 2013, 2012 and 2011 (Margin of error: +/- 4.3%)
  Each year, Oklahoma Career Tech commissions a telephone survey of 500 registered voters across various age spectrums and throughout the entire state. We know that overall, Oklahomans think the money spent by the state on Career Tech system is a good investment:

  **2013 survey**
  - 84% of respondents either strongly agree or somewhat agree … 3% somewhat disagree … 2% strongly disagree (11% undecided)

  **2012 survey**
  - 87% of respondents either strongly agree or somewhat agree … 2% somewhat disagree (with 11% undecided).

  **2011 survey**
  - 78% of respondents agree that the state tax money spent on Career Tech is a good investment (this question was presented slightly differently this year)
Dr. Winters’ scheduled a meeting with Sean McDaniel, superintendent of Mustang Public Schools, Oklahoma’s fifth largest school district. The 82-mile school district is wholly located within Canadian Valley Technology Center’s district borders … McDaniel, just a few months on the job after spending several years as superintendent in the Deer Creek school district, recently experienced a failed $4 million bond in November 2013 (fell short by 25 votes) that would not have raised taxes. McDaniel blamed the failed bond issue on a lack of getting the word out. According to the Canadian County Election Board, there are 25,220 registered voters in the Mustang School District, but only 1,198 voted. News stories published in the Mustang News and Mustang Times newspapers indicated a backlash by some members of the community who felt like their stated preference for safe rooms across the district went unaddressed by school administration.
Dr. Winters interviewed Matt Wehmueller about the impact of the bond issue election if passed on property owners … Mr. Wehmueller explained the impact on property owners would be negligible due to the sheer size of Canadian Valley’s school district. Superintendent Dr. Greg Winters shared the $12 million figure with Mr. Wehmueller, who determined the cost per property owner would be no more than $1 per month based on $100,000 assessed value. In fact, if the board of education chose a 10-year general obligation bond, the cost for $12 million would be between 80 and 90 cents per month.
Research:

- KEY INFORMANT (Primary research)

A settlement is near in the neighborhood of $32 million. Architects project reconstruction costs (same square footage) to surpass $44 million. The $12 million bond issue proposal is the necessary amount in order to pay for construction without taxing our building fund to the point of not being able to provide for equipment needs for the next decade.
Problem Statement:

Research shows widespread support among stakeholders for a school bond issue referendum, confirming our assumptions about our publics. Property taxes will increase if the bond issue passes for reconstructing a 225,000-square-foot facility. Partner high schools in our area have experienced mixed results with referenda in recent months.
Goal:

We must convince voters that a $12 million shortfall is necessary in order to continue providing the services we offer.
Audiences:

Target Publics

Internal
1) Faculty/Staff
2) Students

External
3) Registered voters
4) Opposition
Objectives:

1. By late February, 100 percent of Canadian Valley employees across the district will be equipped to deliver the facts of a planned bond issue election before a public rollout.

2. By the March 7 voter registration cut-off date, 100 percent of Canadian Valley students who turn 18 by this date will receive voter registration forms and are made aware of the upcoming election and its importance to our school district.

3. Fifty percent of identified district area civic groups who hold regular meetings will be informed and inspired to vote “Yes” at the polls before the April 1 election.
Strategies:

1) Promote the bond issue internally through a controlled medium so that our faculty and staff become ambassadors and cheerleaders for our publics.

2) Demonstrate the importance of the student base participating in the democratic process by ensuring they are registered to vote and then encouraging their support of the bond issue.

3) Create multiple controlled mass media communication tools that can be distributed to registered voters in our area via civic group meeting with an emphasis on the need for the election and the modest tax increase we seek.
Messaging:

Key Message 1. Support starts from within our organization – our faculty and staff can make a substantial impact at the polls and can encouraging others in their individual circles to do the same.

Key Message 2. Rock the vote – we have a considerable portion of our student population (high school students and adults) who will be 18 years old before April 1, and we must make every effort to ensure they are registered to vote.

Key Message 3. Spread the gospel of Canadian Valley – there are a number of stakeholders who do not know why we are asking them for a modest tax increase, so we will reach as many of them as we can in our limited amount of time.
**Tactics:**

**Tactic 1: Internal Town Hall Meeting** – we’re going to gather all 230 faculty and staff from six campus sites together in one location in a mandatory town hall meeting in order to explain the need for the planned bond issue election (close the gap) and to explain that we’re merely asking for property owners for between 80 and 90 cents per month, depending on where they live.

**Deadline: Late February, 2014** – before the public rollout of the bond issue election to media, civic groups

Responsibility: Marketing team will coordinate all activities with the superintendent

**Tactic 2: Voter registration form push** – provide students with forms who are about to turn 18 and those who are 18 but have not yet registered to vote.

**Deadline: March 7, 2014** (last day to register in order to vote in April 1 election, per state law of 24 day cutoff)

Responsibility: Campus directors
Tactics:

Tactic 3: Canadian Valley Strong PowerPoint (for Canadian County area – The superintendent wants a strong visual aid that will tell our story from start to finish … this will include a recap of the way our El Reno Campus used to look, followed by photos of the storm and subsequent photos of the storm damage. Finally, we’ll show a footprint of the planned rebuilt campus, emphasizing the six planned tornado safe rooms and the planned improvements that include the reduction in the number of buildings (from nine to two)
Deadline: Feb. 27, 2014 is the first planned public forum
Responsibility: Marketing Coordinator Bill Kramer

Tactic 4: Canadian Valley Strong PowerPoint (for Grady County area – The marketing team and superintendent believe that a different message altogether is necessary in the southern portion of our school district. This is true because the El Reno Campus is located 45 minutes north of the Chickasha Campus, which is located in Grady County. A 32,000-square foot addition to the Chickasha Campus is under construction. We must explain to Grady County voters that the whole district provided money to build this facility. Now it’s time for the whole district to bridge the gap in order to rebuild the El Reno Campus.
Deadline: Feb. 27, 2014 is the first planned public forum
Responsibility: Marketing Coordinator Bill Kramer will provide the framework, and counterpart Erica Miller will add Chickasha Campus elements, such as photographs and info graphics
Tactics:

Tactic 5: Canadian Valley Strong Informational flyer – Our superintendent requests that the marketing team create an informative flyer that can be passed out to a wide audience, including staff, students, stakeholders. State law prohibits the use of general fund dollars for the creation of “Vote Yes” flyers, but we are within permissible use to provide information-only flyers. 

**Deadline:** Feb. 27, 2014, in time for the first scheduled public forum

Responsibility: Marketing team, particularly graphic designer Amy Simer

Tactic 6: Canadian Valley Strong News Release – This will be the first planned communication piece. This release will include all the pertinent information and quotes from our superintendent. The main points of the release are to illustrate the need for a bond issue election and the modest cost to property owners.

**Deadline:** Wednesday, March 5 planned rollout to the media

Responsibility: Marketing Coordinator Bill Kramer
Tactics:

Tactic 7: Social media blitz – our marketing staff utilizes social media as a means of two-way communications. These are Facebook, Twitter and Instagram. We have a prepared, brief message and photo planned for each channel. **Deadline: Wednesday, March 5**, planned rollout to stakeholders
Responsibility: Marketing specialist Kale Larkin

Tactic 8: McDonald’s coupons for adult students who vote – I presented a three-page proposal to Ron Wright, owner of two are McDonald’s restaurants in Yukon on March 22. The proposal included a request for McDonald’s to provide a free value menu food item in exchange for “I voted” stickers turned in by our adult students. After an hour-long discussion with Mr. Wright, I left with an agreement for McDonald’s to instead provide free drink coupons to our school. Mr. Wright asked that the adult students who vote come to a designated staff member at Canadian Valley and exchange their “I voted” sticker for the free drink coupon. This way, McDonald’s can be assured that the students who receive a coupon actually are our adult students. **Deadline: April 4, 2013** (the Friday after the April 1 election).
Responsibility: Marketing Coordinator Bill Kramer
Costs/Budget:

Our superintendent insists that we keep general fund costs to an absolute minimum. He does not want an advisory committee and prefers to soft-sell area communities on the bond issue election with the belief that stakeholders will understand our needs and support us.

He understands that staff time dedicated to this project will be substantial and difficult to measure in terms of dollars. He has, however, given the marketing staff permission to print as many informational flyers as necessary during the process. Estimates are that we will end up spending only a few hundred dollars before April 1.
Evaluation against objectives

By Oklahoma State Statute, Article X, Section 9B, S/S C, technology centers are required only to receive a simple majority (50 percent, plus one vote) in order to pass a bond issue. The statute states, “when the indebtedness is approved by a majority of the electors of the technology center school district voting on the question in an election called for that purpose.”
Evaluation against objectives

All objectives were met or exceeded.

OUTCOMES
Number who change behavior
Election results, April 1, 2014
For the Proposition - Yes: 2,156 (62.7%)
Against the Proposition - No: 1,281 (37.3%)
Total: 3,437
Measure passes (a simple majority or 50%+1 vote required for passage, per state law)

Observation
Based on a number of public forums and results of more than 200 surveys, we had a reasonably good idea that voters in our area supported us.
Evaluation against objectives

Number who change attitudes
Bond Issue Survey (targeted publics) ... conducted during whistle-stop tour of area communities

Findings (212 completed surveys):
Demographics
90% reside within our school district
35% have school-aged children
12% are business owners
Registered voters
100% are registered voters
Will the addition of safe rooms affect your decision to support?
43% Yes; 35% No; 13% Undecided
Will you support the bond issue?
74% Yes; 9% No; 7% Undecided

(Poll results, April 1: 62.7% Yes)
Evaluation against objectives

OUTPUTS
Experiment
McDonald’s vouchers, 3/22/2014: I gave a presentation to the owner of a nearby McDonald’s restaurant with hopes of providing a coupon for a free value menu item to those adults who provided proof that they voted in the April 1 election ... proof could be something as simple as an “I voted” sticker. A fellow marketing professional conceived the idea. This resulted in 12 students participating and voting in the April 1 election in which we passed the bond issue by nearly 63 percent of the vote.
Evaluation against objectives

OUTPUTS
Media Content Analysis
An initial March 5, 2013 news release and subsequent March 24, 2013 news release was sent out via email and social media to all area media outlets, including eight newspapers and four metro Oklahoma City area TV stations. There was an immediate response ... the local ABC and CBS affiliates scheduled live remotes and taped interviews for immediate broadcasts. The NBC affiliate aired a short announcement with a tornado photo. Newspaper coverage included a March 5 above-the-fold story in the El Reno Tribune with a byline by news editor Ray Dyer (a rarity). The Yukon Review followed with a March 8 story with a photo (at the top of Page 5) – we were bumped from the front page for a major announcement about a coming grocery chain and a popular local state representative who decided not to seek re-election. The state’s largest newspaper, The Oklahoman, ran its first story about our bond election on March 8 – it was the top story in the Community section – featuring my byline and full color photos of the campus as it looks today (concrete shell is all that remains) and tornado destruction photos.
Evaluation against objectives

Number who received messages

Daily circulations at area newspapers:
The Oklahoman: 143,000
Mustang News: 6,000
Yukon Review: 5,750
Mustang Times: 5,000
El Reno Tribune: 4,800
Piedmont Gazette: 2,500
Minco Millennium: 2,100

Total circulation: 169,150

Event attendance
We had 368 persons attend a dozen different public forums held in several area communities.
Evaluation against objectives

Web visits & downloads

Number of messages sent
* Posted to Facebook, March 22 link to video about the tornado recovery plans with a soft sell on the April 1 election
* Posted to Facebook March 25 one week before the election with a reminder for all patrons to go to the polls on April 1
* Posted to Facebook March 31 reminding patrons that the election is the next day
* Posted to Facebook April 1 in the early morning about the election that day for the bond issue election
* Posted to Facebook April 1 during the afternoon about polls staying open until 7 p.m. for the bond issue election
* Posted to Facebook April 2, thanking patrons for voting ... we posted a photo of an artist’s rendition of the rebuilt El Reno Campus ... more than 2,600 views, 40 likes and 15 shares
Evaluation against objectives

INPUTS
Case studies/Secondary research
Partner high schools in our area have experienced mixed results with referenda in recent months. What became clear to me is that districts statewide are increasingly adding safe room additions to referenda. Below are examples of three high schools in our district who have or are in the process of running bond issues past their electorates. Each case provided us with useful information with regard to public opinion. In the case of Mustang High School, their administrators might very well have passed their bond proposal the first time had they listened to constituents, who wanted safe rooms included as part of any bond package.
Discussion

Joy Samsel, APR
APR Facilitator

Julie B. Fix, APR,
Fellow PRSA

Michael Henry
Technical Facilitator
## Check your progress

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**MY PROGRESS**
- See comments
- Review Activities
Check your progress

Submit course completion after milestones are complete to get a certificate.
Thank you!

Joy Samsel, APR
APR Facilitator

Julie B. Fix, APR,
Fellow PRSA

Michael Henry
Technical Facilitator
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Thank you!

Next Cohort

> Starts soon

Join in the cohort or let me know in the chat window...

Keep us informed of your progress...